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ABSTRACT

This bulletin contains assessments of visits by three comparative monitoring groups to European experiments in adult education, including programs in Portugal and Italy; Sweden, Denmark, the Federal Republic of Germany and France; and Turkey and Norway. The bulletin also examines a parallel program involving the co-production of multimedia materials for use in training adult educators. Included in a chapter on Project No. 9 information exchanges are a list of Scandinavian summer seminars scheduled for 1984, an annotated list of publications and documents issued in the field of adult education, and a list of Council of Europe publications that are available for sale. (MN)

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I. INTRODUCTION

Like the previous one, this fourth bulletin concerning Project No. 9 contains accounts of visits to the experiments contributing to the process of co-operative monitoring.

After this round of visits, the three co-operative monitoring groups met in Strasbourg to draw their preliminary conclusions, which will be submitted to the meeting of Project Group No. 9 on 14-16 May 1984.

Later in the year, at a series of enlarged seminars, the practical implications of the conclusions will be examined by their potential users, including those responsible for the planning or development of innovative projects in Council of Europe member countries.

The instruments worked out during the 1984 seminars will be presented to a conference in 1985, which may give rise to further proposals for action.

As regards the documentation compiled during the co-operative monitoring process, the reports of the visits to the 14 associated experiments will be made available in their final versions after the Project Group's meeting.

In the next issue of "New Trends" the descriptions of the experiments may be updated in the light of any changes since the visits took place.

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II. ACCOUNT OF VISITS TO EUROPEAN EXPERIMENTS ASSOCIATED IN THE THREE CO-OPERATIVE MONITORING GROUPS

Co-operative Monitoring Group 1
"Participation of women and men in decisions affecting their daily lives over a wide range of local and regional issues"

A. THE PORTUGUESE EXPERIMENT (Braga, 24-27 May 1983)

1. Description

The integrated regional project covers the "district" (an administrative division in Portugal similar to that of the French "département") of Braga. The chief town is Braga which is at the same time the administrative centre.

Unlike the Bragança region in the north-east of Portugal, in which the Mogadouro project (visited in 1980 and 1981 during Project No. 3) was implemented, the Braga region is by no means a poor area; it is one of the most dynamic in Portugal and consequently contributing largely to national wealth. There are, however, numerous localities more or less isolated and remote, which suffer from chronic underdevelopment and a certain degree of poverty. The economic and political crisis which the country is going through, the relative waning of the enthusiasm which was predominant during the first years of democratic rule, contribute to some stagnation and hence to the decreasing rate of development. Portugal's current unemployment (around 20%) and inflation (over 20%) rates are high with a large commercial deficit.

Co-ordinated at the regional ("district") level by a staff member of the Directorate-General of Adult Education and his team of about 14 persons set at Braga, the project associates a number of services, ie government departments or institutions working in the Braga region. These were mainly:

i. The Adult Education Unit of the University of Minho

ii. The Ministry of Agriculture - Social Services

iii. The People's Houses

iv. The Government Commission for Women's condition

v. The Regional Centre of Social Security

vi. The Vocational Training and Employment Institute - The Ministry of Labour

vii. Municipalities (including those of smaller towns or villages)

Co-ordination is also carried out with the co-operation of a more limited number of services at the level of smaller localities.

The Integrated Regional Project (PRI) has its roots in the National Plan for Literacy and Basic Education of Adults implemented since 1979. This plan included certain principles of decentralisation and regionalisation with a

concern for promoting local cultural identity. It aims at diminishing regional imbalances in the provision of adult education and obtaining a certain degree of mobilisation of the population. While this plan attempts to bring immediate responses to urgent needs such as literacy, the Integrated Regional Projects - 17, in all, including that of Braga - aspire for large-scale action which involves the participation of different authorities and institutions.

The PRI was therefore prepared, taking into account the guiding principles of the National Plan. The beginning of its implementation coincided with the restructuring of the central services of the Directorate General of Adult Education and the setting up of regional co-ordination offices (co-ordination du district).

The PRI is, since the very beginning, an experimental project bringing new processes and methods of adult education and has started with a comprehensive research phase.

Based on the results of this initial research, which is perpetually being revised during the process of implementation, the PRI, co-ordinated at the regional level by the staff of the DGEA, works in fact through a series of compromises aiming at a certain balance between the different services co-operating for local and regional development and their gradual and progressive integration.

2. Comments

It was interesting to observe during this visit the extent to which

integration between the various services working at the regional and the local levels was possible, identifying the problems emerging at each stage of this integration, and the extent to which the PRI contributed to the economic, social and cultural development of the region.

Co-operation between the authorities and institutions - at the regional level was marked by a formalism in relationships which is inherent in the bureaucratic nature of nearly all the participating services. This formalism is felt to a much lesser degree in teams working at the level of small localities.

The devolution of power from the centre towards smaller units often becomes meaningless without the accompanying financial autonomy. It is also difficult to speak of genuine decentralisation without an equal degree of devolution between one authority or institution and another. The regional co-ordinating body set up by the Ministry of Education enjoying a comparatively advanced autonomy meets with obstacles in its co-operation with some of the other services which depend to a large extent on the national policy of their respective central authorities.

With regard to the role of adult education in local development, the pilot experiment of Braga drew attention to the fact that in a number of small communities such as villages or small towns, the problem was, in spite of the high level of motivation of the population, to reach a minimum level of development before adult education could contribute to any kind of development. For the village authorities in particular the basic questions

were the installation of a proper sanitary system, sewage , drinking water, etc), and an adequate communication network (eg a telephone box). Once these basic needs were met, adult education could then start to play its useful role for the community in question.

In spite of these obstacles and problems, the Braga experiment was a most praiseworthy attempt particularly regarding the organisation of adult education at local and regional level and in perfect conformity with the provision of the CM Recommendation No. R (81) 17 on Adult Education Policy

B. THE ITALIAN EXPERIMENT (Sicily, 11-14 October 1983)

1. Description

The project is being conducted in the province of Ragusa, in the far south of Sicily.

The economic characteristics of the region, noted for its traditional farming activities, reflect the results of the intensive industrialisation of the Italian Mezzogiorno (and its current crisis) as well as the risks inherent in changes to farming conceptions and methods.

Some of the population have thus achieved a certain degree of prosperity, though this has not eliminated the negative aspects of present-day life: industrial jobs are jeopardised, and the sudden high earnings from new farming methods are adversely affecting health and family unity. Above all, the economic changes in recent decades have resulted in profound cultural transformations.

In the face of such contradictions, some ten years ago a number of determined members of the local intelligentsia, supported by the authorities in Rome and a national anti-illiteracy body (UNLA), launched an apparently simple educational idea which nevertheless proved of great significance for the area where it took root.

At Ispica, a town in the Ragusa province, there was a nursery school where parents sent their children at a very early age to become acquainted with a reality very different from the one they experienced at home. Mothers interested in their children's education paid attention to its contents and found themselves absorbing facts and ideas through their children. It only remained for their interest to materialise in participation in school activities, which was no obvious development in a system of traditional school structures.

The local organisers had the simple but brilliant idea of awaiting this moment to ask the mothers to participate in the school's activities. The mothers seized the opportunity, and both the school and the children themselves have benefited. The culture which the mothers derived from the school through the teachers who, having mostly come from other areas, had valuable experience to offer, was grafted on to their own culture, which was previously held in little esteem or even ignored or forgotten altogether but which now assumed a new status thanks to the intelligent approach of the school, which made everyone aware of the importance of this cultural heritage.

In order to guarantee the quality and continuity of this experiment, the families began to take an interest in the school's "environment" and in the people who were involved in the local community at various levels and in various sectors.

Thus the solution of problems of various kinds - structural (premises, teaching material etc), educational (stability of the teaching staff) and administrative (validation of curricula, recognition of courses) - often took the school community beyond the narrow context of the school.

It was the same with the programme: whenever it was a question of getting to know about a father's work or visiting one or other of the town's public services, the school became involved in the day-to-day problems of society. And if the municipal council had to take a decision of direct or indirect concern to the school community, this was regarded as something that called for participation. In this way a transition was effected from the school to the community, and the interest aroused led to participation in decision-making.

It was at this stage in the experiment's development that its organisers had the idea of extending it to neighbouring localities where conditions were similarly promising. Five communes, including both rural and industrial areas (Syracuse), agreed to participate. The organisers of the Ispica experiment were thus entrusted with the task of guiding and co-ordinating the five associated experiments The whole educational process, which had proved its worth at Ispica, now set in motion in various places.

2. Comments

Without dwelling on the originality of the linking of a nursery school and adult education or on its proven effectiveness, it may be said that what enabled this type of project to be invented was the absence of traditions and structures.

Clearly, the idea of such linking neither exhausts nor covers all the possibilities of this approach. On the contrary: it was the idea of taking account of local realities and possibilities that led to the Sicilian "Nursery school - adult education" project.

In similar situations, where the necessary structures are completely lacking, the important thing is that there should be people on the spot with ideas they are capable of putting into practice and with a knowledge of local realities On the basis of these realities as well as the desire of a small nucleus of local residents to participate, a project can be worked out and extended not only horizontally but also vertically, towards the political and administrative authorities in a position to give it recognition.

With regard to the personnel working on the Sicilian project, and indeed on other projects visited, the Group was able to reflect on the role of key people (designers and organisers of a project).

It was clear that, without them, there would have been no Sicilian project. This fact not only emphasised the importance of their role but also revealed the project's inherent weaknesses, for can a project be allowed to depend entirely on the charisma of a few people?

The Group agreed that the question of the qualifications and training of such people, as well as the problem of reasonably increasing their number, should be settled so that the future of an adult education operation should not depend on one or two irreplaceable organisers.

Without the support of the provincial (Ragusa) and national (Rome) authorities of the Ministry of Education or the presence of education professionals (in this case, university people from Rome), an experiment of the Sicilian type could not have been initiated or kept going.

The part played by the university in implementing the adult education project as a development factor was brought out very clearly.

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Co-operative Monitoring Group 2
"Responses to unemployment and the consequences of economic restructuring"

A. THE SWEDISH EXPERIMENT (Landskrona, 19-22 April 1983)

1. Description

Landskrona is a town of 30,000 inhabitants in eastern Scania on the Sund, facing Copenhagen. It is a predominantly industrial town, (specialising in ship-building and repairs). The largest employer used to be a dockyard (Öresundvarvet) with a workforce of some 3,000.

In 1981, it was decided to close the dockyard permanently. The reactions to the closure and the subsequent campaigns have been organised and co-ordinated by a committee known as "Öresund Varvet Personnel". For a clear understanding of the situation, it is important to set this action in its Swedish context, two aspects of which are relevant to the project:

- the existence of a close knit, well-structured and long-standing adult education network;

- the still limited extent of the economic crisis. Despite growing difficulties, the present unemployment rate of 3.5% of the active population can, of course, still be regarded as on the low side in relative terms.

The purpose of the project was to ensure as painless a transition as possible between the closing of the dockyard and the creation of new job-generating activities. This overall objective presupposed:

- promoting the establishment of new industry;

- providing training for workers with few or no qualifications or retraining for those obliged to move to another type of work.

2. Comments

The main feature of the Landskrona project is the great coherence of the measures taken. In 1981, the trade unions and dockyard management set up the "ÖVP" Committee (Öresund Varvet Personnel) for the purpose of helping the workers to find new jobs.

- Educational measures: a regional committee was set up to co-ordinate educational action. It is composed of all the local partners concerned - educational institutions, employment agency, trade unions and dockyard management. Many training courses have been organised in this way.

- Economical measures: an investment and finance company (Landskrona Finanz) was established in order to attract new industry, both by campaigns for promoting the Landskrona industrial estate and by the grant low-interest or high-risk loans.

- Socio-cultural measures: the Landskrona community has always been dominated by the dockyard, which was both its livelihood and one of the ingredients of the collective identity. It was important to preserve this community spirit. One of the means employed to do this has been the creation of a meeting place ("Dockyard Centre"), which is managed by the trade unions.

2,000 out of 2,400 workers have already been found new jobs, either elsewhere or in Landskrona. 65 new firms have been established, and the aim of a flexible transition seems to have been achieved.

B. THE DANISH EXPERIMENT (Silkeborg, 16-21 May 1983)

1. Description

Silkeborg is a small town in central Jutland whose unemployment rate has for some years been increasing considerably and is now approaching 8%. Its industrial fabric consists mainly of food-processing industries or related firms and includes no major companies. The local adult education organisations are highly active, based on a long tradition and on close links between the popular education associations and the various trade union and political movements. Another factor to be taken into account is a legal framework favourable to the implementation of adult education projects; it includes the 1975 Act on Adult Education for Leisure, which may be regarded as outstanding for its flexibility and adaptability to local situations.

The project is being conducted by the AOF, the popular education association of the workers' movement. Its first aim is to enable workers to study problems and take joint action. The second aim which follows on from the first, is to concentrate action on the most educationally disadvantaged groups which do not belong to the traditional adult education clientele.

Two principles have been laid down for achieving these objectives: firstly, to provide training as near as possible to places of work and, secondly, to ensure the greatest possible flexibility in participation and financing arrangements. The Silkeborg project consists in fact of four successive experiments.

The first project set out to provide people at the lowest educational level with an opportunity to receive training, priority being given to social themes. It was carried out in several local firms, and about 300 persons took part. It was followed up by a second scheme entitled "Training in daily life", which was aimed at action of a more practical kind, particularly as regards working conditions. This was the subject of

numerous educational experiments. The last project, known as "People's day school", was launched in order to meet the particular needs of the unemployed, who are fairly free during the day time and can use their period of unemployment for undergoing training not only for vocational purposes but also in the interests of community development.

Finally, a special project was launched for migrants, mostly Yugoslavs, of whom there are some 400 in the Silkeborg region. Its aim was to promote learning of the Danish language while facilitating the integration of migrants into Danish society and culture, and informing the Danish population about the characteristics of migrants' culture of origin.

2. Comments

i. The Silkeborg project's context is an environment where adult education has a long tradition. The institutions involved are generally firmly based and well structured.

ii. Methodologically speaking, Danish education is based on an informal and personal approach, which is an essential feature of training for the most disadvantaged groups.

iii. One of the most interesting aspects of the Silkeborg project has undoubtedly been the organisation of successive experiments on the basis of an evaluation of previous ones and the adaptation thereof in the light of the results.

C. THE EXPERIMENT CONDUCTED BY THE CHURCH OF KURHESSEN WALDECK (Kassel, 20-23 September 1983)

1. Description

The project is being carried out by the Lutheran Church of Kurhessen Waldeck, which has equipped itself with a welfare secretariat in order to conduct some educational schemes unconnected with normal parish work. The project is being organised in various small towns in the Land of Hessen, and around the main town, Kassel.

The objectives are (i) to organise seminars for workers and their representatives with a view to improving their ability to react to changes in industrial society and (ii) to help them to analyse such changes.

The means employed are based on three principles:

i. making the participants aware of their problems and increasing their ability to take concrete action;

ii. helping the participants to understand the role of the Christian tradition in their lives and in the life of society;

iii. helping the participants to identify society's structures and to connect their activities and responsibilities to it.

As mentioned above, the project is highly decentralised. During its visit, the Group was able to inspect several different activities: one at Baunatal, where the aim of the seminars is to reflect on changes in working methods, another at the ENKA works in Kassel, where serious problems have arisen owing to the closure of a large firm, and a third at Eschmege concerning youth unemployment.

2. Comments

The project shows how a church can take part in a social campaign in a deprived area in conjunction with the social organisations. Moreover, various current experiments have brought to light the particular difficulties caused by the closure of firms owned by a major international firm little concerned about the problems of local development.

Finally, the project has also highlighted a number of methodologies, notably as regards guidance, which are highly flexible and well suited to the needs of the sectors of the population primarily affected by unemployment and industrial closures.

D. THE "IDEE VOSGES" EXPERIMENT IN FRANCE
(Remiremont, 25-28 October 1983)

1. Description

The "Idée Vosges" project is set in a particularly difficult economic and social context, that of the Vosges, a traditionally industrial region where textiles play an important part alongside agriculture. Farming there is, however, very arduous owing to the topography, the climate and the nature of the soil. The workforce is generally unskilled, and unemployment amounts to some 10% of the active population.

French legislation on continuous training for adults is somewhat complex but offers considerable scope. The 1971 Act permitted the setting up of institutions throughout France which deal with most of the problems of continuous vocational training. It also introduced a tax amounting to 0.8% of wages for all firms with more than 10 employees, as well as laying down conditions for access to continuous training.

The general objective of the "Idée Vosges" project is to help the Vosges department's inhabitants to contribute to development through their ability to design and carry out projects.

Several training schemes have been worked out on the basis of this objective. They relate to: innovation and the diversification of activities; the creation of firms; running of local development projects; and the enhancement of local resources.

"Idée Vosges" was established in 1981 at the instigation of the European Social Fund. It is an association of 72 members, comprising local councillors, trade unionists and representatives of economic circles and information agencies. With its simple structure, it helps to define, prepare, implement and evaluate development projects. At the time of the visit, some 40 individual projects were under way or had been completed.

The following may be quoted as examples: assistance in the creation of a workers' production co-operative at Raon l'Etape (textiles), a sub-contracting electronic workshop in a village and a micro-hydraulic turbine factory; organisation of a seminar on the diversification of activities in rural areas; survey of the situation and preparation of projects in a valley; training of managers for hostels and associations; support for the development of craft activities in a small town.

2. Comments

The role of "Idée Vosges" is of particular value in regions which have considerable but largely unco-ordinated institutional and material facilities. The simple structure and guiding principles of "Idée Vosges" enable it to serve as a meeting place for partners who rarely have a chance to embark on common ventures. In the final analysis, the work of "Idée Vosges" should be judged in relation not only to the part it plays in economic development but also to its role in making the inhabitants of deprived areas more aware of their areas' problems and potential.

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Co-operative Monitoring Group No. 3
"Evolution of the social and cultural roles of women and men"

A. THE TURKISH EXPERIMENT (Ankara, 11-15 April 1983)

1. Description

The Ankara experiment was instituted at the time of the launching of the CDCC's Project No. 9, so that it might take advantage of the results of other European experiments sharing the same objectives. Its purpose is to become a model for other schemes elsewhere in the country, drawing on the various activities carried out by the Council of Europe in recent years in the field of adult education. Turkey's participation in the project is now enabling it to carry out a practical scheme which, for Turkey, is in the nature of an experiment.

However, one should not overlook the contribution of the Turkish Republic's cultural heritage and educational tradition to the choice of the project's substance. Turkey's efforts to give its citizens the knowledge needed for improving their living conditions and taking an active part in the construction of the nation are also being pursued in the field of community development.

The establishment of a national network of adult education centres, the promotion of several literacy campaigns, and the recruitment and employment of a large training staff are not recent developments; they set a precedent without which the Ankara experiment would not have been feasible.

The experiment is based on three adult education centres which have largely preserved the characteristics of similar centres throughout Turkey. They are on the city's outskirts whose inhabitants recently left the countryside in the hope of finding work and improving their living conditions both economically and socially.

Theoretically, these adult education centres are open to the whole population. They prepare students for the primary education certificate and run courses in vocational subjects and general culture. But they are mainly attended by women, most of whom are still young; young men who have not yet found a job or are not prepared to accept just any work attend courses in typing, electricity or electronics, or join groups interested in music and national folklore.

The teachers and administrators, who are appointed by the state, have so far received training that differs little from that of their colleagues in primary and secondary schools.

2. Comments

The project has a twofold objective: to improve the ability of these centres to meet the community's needs (apparent and concealed, known and unknown) and to improve and develop the community's living conditions.

As there was a danger of a "dirigiste" type of operation being conducted, without the conscious participation of the population (as had been done in the past, with unsatisfactory results), one of the essential roles of the university staff was, and still is to make a detailed analysis of the community's resources, problems and needs on the spot and in consultation with those concerned.

The second innovation, which derived from the first, was to involve people in the planning of activities and the choice of objectives and priorities. This entailed a gradual transformation of the centres in the light of any demands expressed (information on housing, health education, vocational guidance and training, creation of a market, literacy teaching, administrative assistance, study of specific themes etc).

The need to provide the best possible solution has led to the centres' action being directed towards other services (eg health). The adult education centre is explaining to people how to use such services. This is helping the services to meet the community's needs even better and foreshadows territorial integration of public services into a co-operative system based on demand.

To return to the problems of the shanty-town population, it should be stressed that relations between people hailing from different parts of the country are provisional and unstable, not to say antagonistic. As they have been neglected, such people may have great difficulty in forming a conscious community.

Reference has already been made to the group which was responsible for launching, monitoring and assisting the transformation of the centres. It is composed of representatives of the Ministry of Education (General Directorate of Adult Education) and the University of Ankara. The DGEA of the National Ministry of Education agreed to take part in the operation and support it administratively. The University's Teacher Training Faculty is taking part via the staff of the Adult Education Department. Its head, Professor Bülbül, is also a member of the CDCC's Project Group No. 9.

The visitors noted that the university's role was very important. It launched the project and is trying to co-ordinate the activities. It has also placed its research facilities at the disposal of the experiment (conceptualisation of objectives, compilation of data, analysis of the social situation, study of needs, choice of methodology, periodic evaluation of results). Moreover, it maintains liaison between the experiment and the other European associated experiments and provides the necessary teacher training.

One of the tasks which the university regards as a priority is to equip the staff for coping with the problems caused by transformation of the centres. Hence the need to involve the staff fully in the operation, to ascertain what training they have already received, to listen to them and encourage them and to prepare them professionally for their new tasks.

A team of advisory teachers is now being trained by a method which alternates between theory and practice.

The fact that women attend the centre is significant in itself: their attendance implies the consent of their families, who thus feel concerned by what is being done at the centre.

Moreover, this situation shows that women have less opportunity than men of taking up employment and that many of them take part in the activities not only to learn a trade but also in the hope of earning their living. Inflation, the crisis and rising prices have all helped to promote women, for a family can no longer live on a single wage.

Accordingly the project is now being aimed at vocational training of a more specific kind, adapted to the real needs of the labour market, and above all at the creation of an alternative local market, capable - at least partially - of absorbing goods produced at the centres themselves (at present: clothing, ornaments and trinkets; in future: other goods). All this is, of course, but a step towards achieving the right of women to engage in paid work and securing the recognition and remuneration of the exercise of an occupation within a neighbourhood community.

B. THE NORWEGIAN EXPERIMENT (Tromsø, 8-12 May 1983)

1. Description

Northern Norway is composed of three counties covering one-third of the surface of Norway. Situated well within the Arctic circle, the Municipality of Tromsø, the main education, communication centre of the North, is the chief town in the county of Troms and has a population of 47000 inhabitants in an area of about the size of Luxembourg. (2500 km^2).

Population is very scattered and emigration was very heavy during the 50's, 60's until the early 80's. Having slowed down for a few years it has again acquired an increasing trend lately.

The main industry is fish-processing. The region has seen rapid economic growth and social development in recent years with the introduction of an elaborate network of communications and an increasing number of hydro-electric plants.

Agricultural production has improved; modernisation in fish-processing and in the marketing of fish products is in progress. There are new prospects for off-shore oil-drilling in the northern part of the North Sea. Due to the depth of the water, however, there is a need for sophisticated technology which has to be developed.

The Norwegian economy is largely dependent on the international economic situation. Less than most of the industrialised countries of Western Europe, the rate of unemployment, however, has increased; there is a scarcity of attractive jobs for the educated in the region but the majority of those unemployed are without skills.

Adult education in Norway is governed by the Act of 1976. Its general aim is:

> "... to help the individual to obtain a more satisfying life. This act shall contribute to providing adult persons with equal opportunities to acquire knowledge, understanding and skill, which will improve the individual's sense of value and personal development and strengthen the basis for independent achievement and co-operation with others in working and community life".

The basic principles of educational planning are centred around

i. the equality of educational opportunity

ii. individual choice (particularly starting with the upper-secondary level)

iii. demands of society

iv. decentralisation in decision-making

v. common national basis.

Equality of opportunity could therefore be considered as the main feature of the Act. Any evaluation of the action taken after 1976 in the field of adult education would have to study the extent to which the Act was an instrument towards increased equality between individuals, between social groups, between the sexes, between urban and rural areas and in what measure the distribution of resources was achieved within the adult population.

The Tromsø Project is launched by the central authorities (jointly by the Ministry of Education and Church and the National Secretariat for the Action Plan) on two main courses of action:

a. the Action Plan for equality between the sexes

b. decentralised teacher-training adjusted to local/regional needs of adults.

The project has started going through a process of integration between these two courses at county and municipal levels with the co-operation of a number of local authorities and institutions.

The Action Plan, based on the Equal Status Act of 1978 and adopted by the Parliament in 1981, provides for over a period of five years more than 40 measures of which 19 are within the responsibility of the Ministry of Education and Church. Out of these 19 measures, those relating to adult education are grouped under three categories of action:

- courses for teachers

- decentralisation of educational offer

- information campaign motivating women to participate in adult education.

The decentralised teacher training was started to be implemented by the government in 1979. Under a three-year programme, a group of 30 teachers have been trained at the Tromsø college of education while alternately teaching part-time in local schools. This is an attempt, particularly in remote areas, to lower down the high turnover rate (over 50% in some municipalities among qualified teachers who tend to move to other places every year and to make them better qualified in relation to local needs thus bringing them closer to the reality of the local situation).

The Tromsø Project was in fact sparked off when Project Group No. 9 selected this experiment in March 1982 for inclusion in the co-operative monitoring process. The experiment was at embryonic stage when it was proposed by the Norwegian Government late in 1981. The mere announcement of the date of the visit, which was agreed upon by the CMG3 at its first meeting in Strasbourg in June 1982, mobilised work at Tromsø. As of September, through the instigation of the Directorate of Adult Education at Oslo, the local team was constituted from amongst those in charge of different activities, who virtually did not know one another. Members of the the National Secretariat for the Action Plan, also started working with the local team. In other words, the principles underlying the organisation of the project were in conformity with the Committee of Ministers' Recommendation No. R (81) 17. It took into account:

"a. the responsibilities appropriate to the different levels (national, regional and local) and the machinery necessary to develop adequate co-operation and co-ordination of interested institutions both within and between these levels;

b. according to national situations, the optimum dimension of the "local unit" to which the organisation and management of adult education could be handed over, it being understood that, where appropriate, the central government would continue to assume co-ordination and protect the interests of migrant workers and disadvantaged groups."

The purpose of the Ministry of Education and Church, by using the Tromsø Project as a model, is to organise similar experiments in other regions or towns of Norway with the same general objectives in mind, ie the implementation of the Action Plan and the decentralisation of educational provision. The problem for the Ministry now is how to mobilise the local potential in order to implement such projects without the Council of Europe.

III. CO-PRODUCTION OF MULTIMEDIA MATERIALS FOR USE IN TRAINING ADULT EDUCATORS

Earlier editions of this newsletter gave certain details on this co-production programme which runs parallel to Project No. 9 and has now reached its final stages.

Four countries (Austria, Denmark, the Federal Republic of Germany and the United Kingdom (1)) through their respective competent multi-media institutions co-operate in developing audio-visual and joint materials to be used in training adult educators with little or no previous experience of training adults.

Each country contributes a section which is assembled into a video cassette together with the accompanying print materials, each cassette forming a unit on a specific theme. There will be eventually 12 units, the whole series to be completed by the middle of 1985.

In the light of the experience arising from the present co-production programme, it is envisaged to explore the possibility of a similar programme for the training of local/regional development workers in line with the findings of Project No. 9.

CORRIGENDUM

Issue no. 3 of "New Trends" contained a description of the National Federation of Women's Institutes.

The two following points in the text of this description should be rectified :

a. WI markets offer to members of a WI, as well as to non members, the opportunity to sell their products

b. Training organised at DenmanCollege is provided not only to staff but to all members of the Federation.

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(1) Members of the International Course Team and the participating institutions are:

Dr Monika PETERMANDL (Austria), Mr Ole GAY (Denmark)
Dr Wilfried SCHMID (Federal Republic of Germany),
Prof. Walter JAMES (Chairman, United Kingdom),
Mr Brian LEIGHTON (UK), Mr David SELIGMAN (UK).

IV. INFORMATION EXCHANGES

1. Scandinavian Summer Seminars 1984

During the summer of 1984, the Danish Institute for Information about Denmark and Cultural Co-operation With Other Nations is to run a series of seminars on various aspects of education at all ages, from childhood to adulthood.

The seminars will be conducted in the languages in which their subjects are listed below:

4-13 July	Museums in Denmark
15-21 July	Die Wohlfahrtsgesellschaft
22 July - 3 August	Education for Self-reliance
29 July - 11 August	Højskolekursus om Danmark
31 July - 8 August	Youth Welfare in Denmark
5-11 August	Danish/Scandinavian Adult Education
8-17 August	Libraries in Denmark
12-25 August	Early Childhood in Denmark
12-25 August	Special and Primary Education in Denmark and Sweden
14-22 August	Care of the Aged in Denmark
16-30 August	Architecture and Urban Planning in Scandinavia
19-31 August	Design in Scandinavia
26 August - 1 September	Enseignement et Education au Danemark
1-4 September	Conference Europe of Regions

Detailed programmes of the seminars may be obtained from:

Det danske Selskab/The Danish Institute, Kultorvet 2,
DK - 1175 Copenhagen K Denmark.

PUBLICATION AND DOCUMENTS ISSUED IN THE FIELD OF ADULT EDUCATION

CC-GP3 (80) 10 Socio-cultural advancement of women and adult education

including

- Adult education for women: report of the projects visited in the Netherlands, by C Stapel
- Adult education for women: report of the workshop at Strasbourg, by Mrs M Goffette

CC-GP3 (80) 11 Underprivileged groups: New aspects and trends

including

- Adult education for underprivileged groups: report of the visit in the Federal Republic of Germany by P Clyne
- Adult education for underprivileged groups: report of the workshop at Chorley (United Kingdom), by P Clyne
- Conspectus and grid evaluation elements - Secretariat memorandum prepared by the Division for Out-of-School Education

CC-GP3 (80) 12 Regional development and adult education

including

1. Adult education for regional development in industrial areas
   - Report of the visit to the project "Aichfeld-Murboden" (Fohnsdorf, Austria), by J L Jacquet
   - Report of the workshop at Strasbourg, by J L Jacquet
2. Adult education for regional development in rural areas
   - "Multi-occupational training in the southern Alps" (France) - project description by ADEP, Marseilles
   - Report of the visit to the project "Multi-occupational training in the southern Alps" (France), by Mrs I Ferreira Martins
   - Presentation of the intensive visit/workshop to Solerno (Italy), by Mrs A Leggeri
   - Report of the intensive visit/workshop to Salerno (Italy), by W James

CC-GP3 (80) 23 Report of the pilot seminar on the training of adult educators working for underprivileged groups, Kungälv (Sweden)

CC-GP3 (80) 29	Report of the seminar organised by the Council of Europe and the "Agence Nationale pour le Développement de l'Education Permanente" (ADEP-Paris) on "Contribution of education and training to local development: local development officers (background, role and training)" - Strasbourg
CC-GP3 (81) 5	Adult education and the promotion of equal status for women. Report of the visit to Chambéry (France)
CC-GP3 (81) 8	Report of the workshop on "Adult Education and Rural Development", Strasbourg
CC-GP3 (81) 12	Role of adult education in local and regional development The Mogadouro project (Portugal)
CC-GP3 (81) 13	Information, guidance and counselling services in adult education in the Federal Republic of Germany, by J Braun
CC-GP3 (81) 16	Priority activities in adult education - Synthesis
CC-GP3 (81) 18	Adult education guidance and counselling services in the United Kingdom Report by A Frischkopf and J Braun
CC-GP3 (81) 22	Report of the seminar on "Information, guidance and counselling in adult education", Soest (Federal Republic of Germany)
CC-GP3 (81) 27	Report of the seminar on "The role of adult education in the Mediterranean countries, with particular reference to the development of disadvantaged regions", Taormina (Italy)
CC-GP9 (83) 4	Development of materials for the training of adult educators Evaluation of Units 1 and 2: Consolidated Report.

The reports of the visits made by the three Co-operative Monitoring Groups will be available shortly

Publications for sale

Adult education, employment and underprivileged groups	Compendium of several studies by MM Alaluf, Glaesener, Masseo, Harrison and Mrs Moorhouse Publication 1979 FF10 - £1.25 - $5
Organic and territorial structures of adult education	MM Hamacher and Giffard Publication 1979 FF 9 - £1.10 - $4
Final report of the CDCC Project No. 3: "Development of Adult Education"	Report prepared by an editorial group composed of MM Henri Janne, Project Adviser, Pierre Dominicé and Walter James Publication 1980 FF15 - £1.90 - $10
A contribution to the development of a new education policy	Compendium of the three main documents produced as part of the "Permanent Education" project by B Schwartz and J J Scheffknecht Publication 1981 FF48 - £6 - $20
Development, regional training policy and adult education	J J Scheffknecht Publication 1982 FF13 - £1.60 - $5
Role of permanent education in the socio-cultural advancement of women	Mrs M Goffette Publication 1982 FF13 - £1.60 - $5

These publications appear in separate editions in each of the two official languages of the Council of Europe (English and French). They are on sale at the Sales Agents of the Council of Europe, listed below.

Prices per volume are quoted in French francs, in sterling and in US dollars. Payments must be made in national currencies through the Sales Agents.

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